



MASSACHUSETTS
**Department of
Early Education and Care**

Family Child Care

QRIS Standards

KEY: ® = Research/Evidence-based
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Rev. 11/16/2012

Category 1: Curriculum and Learning

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate comprehensive curriculum aligned to the state's standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

- 1A. Curriculum, Assessment, and Diversity
- 1B. Teacher-Child Relationships and Interactions

Curriculum And Learning: 1A. Curriculum, Assessment, and Diversity

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Schedule reflects that educators has regular curriculum planning time. ⑥</p> <p>Educators demonstrate completion of formal professional development in curriculum, screening tools, and formative assessment. ⑥</p> <p>Materials reflect the language and culture of the children being served in the family child care home. their communities, and represent the diversity of society. ↔</p>	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.	BAS 10.3.2	<p>Verification by provider that regular curriculum planning time is scheduled.</p> <p>Formal Professional Development as evidenced by registry.</p>	Head Start item # 1304.53(b)(1)(ii)	NAFCC item # 2.31
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educators offer opportunities for parental input in the progress reports.</p>	FCCERS-R reliable rater score average of 5 with no item below a	BAS of 5	Formal professional development as indicated by Registry	Head Start item # 1304.21(c)(1) 1304.52(b)(1) 1304.52(l)(2) 1306.23(a)	NAFCC item # 5.6

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited program Documentation Option
	<p>↔</p> <p>Educators have received formal professional development in the curriculum; documenting children's progress; and working with children from diverse languages and cultures and second language acquisition. ④</p> <p>Either directly or through a network or system, Educator uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across developmental domains. ④+</p>	4.		<p>AND</p> <p>Description of screening tools, formative assessments, and observation data. Description of how these are used to address children's needs.</p>		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Program uses a curriculum that is aligned with MA guidelines. ④ ☐</p> <p>Educator has completed coursework on language and literacy skills either in English or the child's language that provide a model for children and has completed coursework on screening and assessment. ④</p> <p>Educators have regular opportunities to engage in reflective practice. ④</p>		BAS of 7.	<p>Example lesson plan demonstrating alignment with MA Guidelines.</p> <p>AND</p> <p>Document signed by family child care provider that Educator demonstrates language and literacy skills in English or the child's language that provide a model for children.</p>	Head Start item # 1304.52(l)(5)(ii) 1304.52(b)(1) 1306.23(a)	

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited program Documentation Option
	Either directly or through a system or network, provider uses screening tools, progress reports formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains.			<p>AND</p> <p>Coursework as indicated by Registry.</p> <p>AND</p> <p>Written description of opportunities for teaching Educator to engage in reflective teaching practices on a weekly basis.</p> <p>AND</p> <p>Description of how program uses data to inform curriculum planning and to monitor each child's progress.</p>		

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Curriculum and Learning: 1B. Teacher-Child Relationships and Interactions

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	Meets Requirements of Level 1 PLUS Educator has participated in formal professional development on how to support positive relationships and interactions with children through positive, warm and nurturing interactions. ®	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.		Formal professional development as indicated by Registry.	Head Start item # 1304.21	
Level 3	Meets Requirements of Level 2 PLUS When needed, the Educator uses an outside consultant/mentor with expertise in children's cognitive development, behavior and mental	FCCERS-R reliable rater score average of 5 with no item below a 4.		Document signed by family child care provider that the program uses outside consultants with expertise in children's behavior	Head Start item # 1304.24(a)(2)	NAFCC item # 5.7

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accredited Program Documentation Option
	health to provide support and assistance in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. ⑥			and mental health to provide support and assistance to Educator in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.		
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educators engage children in meaningful conversations, as age and developmentally appropriate, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions. ⑧</p> <p>Educators utilize teaching strategies that ensure a positive learning environment, engage children in learning and promote critical thinking skills. ⑧</p>	FCCERS-R reliable rater score average of 6 with no single item below 5.	Arnett Caregiver Interaction Scale average score of 3.2 or higher.	Documentation of support of reflective practice as evidenced by agreements with coaches, mentors, or family child care system providers.	Head Start item # 1304.21(a)(4)	NAFCC item # 3.62 3.58 3.10

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Category 2: Safe, Healthy, Indoor and Outdoor Environments

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development and well being.

2A. Safe, Healthy, Indoor and Outdoor Environments

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Safe, Healthy, Safe Indoor and Outdoor Environments

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>There are at least 3-4 interest areas, depending on the age of the children, with a variety of age appropriate materials and equipment available and accessible to children. ☐ ⊕</p> <p>Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. ®</p> <p>Demonstrates safe and healthy indoor and outdoor environments. ↔</p>	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.		Copy of agreement with the Health Consultant <u>OR</u> Copy of agreement from the family child care system or other network, through which a Health Consultant provides services. Signed statement from the family child care provider verifying that the visits with health consultant occur on at least an annual basis.	Head Start item # 1304.53(a)(1) 1304.53(a)(2) 1304.53(a)(3)	
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>There is access to space for indoor</p>	FCCERS-R reliable rater score average of 5 with no		Formal professional development as	Head Start item # 1304.53(a)(2) 1304.21(a)(5)(i)	

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	<p>gross motor activities. ↔</p> <p>Ensures all children have access to a developmental screening within 45 days of enrollment using a valid and reliable tool, refer them to appropriate services, and maintain necessary records. ☐</p> <p>Educator receives formal professional development in how to work with children with special diets, allergies and specialized feeding issues. ®</p> <p>Demonstrates quality indoor and outdoor environments. ↔</p>	item below a 4.		indicated by Registry.	<p>1304.20(b)(1)</p> <p>AND</p> <p>Formal professional development as indicated by Registry.</p>	
Level 4	Demonstrates stimulating indoor and outdoor environments. ↔	FCCERS-R reliable rater score average of 6 with no single item below 5.				

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Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized formal professional development in early childhood education and content knowledge in order to support educator quality and impact child outcomes. Ongoing professional development that links to activities in the learning environment is related to educator improvement and child outcomes are directly affected by the quality of their experiences in the learning environment.

3A. Family Child Care Educators Qualifications and Professional Development

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Workforce Qualifications and Professional Development:

3A. Family Child Care Educators Qualifications and Professional Development

Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>All educators caring for children have a high school diploma or GED. ↔</p> <p>At least one educator has a Child Development Associate's credential (CDA), (or higher i.e. AA or BA) for the age of the children served OR EEC Lead Teacher Qualified (Preschool or Infant/Toddler). ↔</p> <p>Has a minimum of 2 years experience as a Family Child Care Provider. ↔</p> <p>Educator has an Individual Professional Development Plan (IPDP) that addresses their identified formal professional development needs and increases their competency along the continuum of the core competencies. ☐</p>		Business Administration Scale (BAS) score of 3.	<p>Formal professional development as indicated by Registry.</p> <p>AND</p> <p>Document signed by the family child care provider that IPDP is completed regularly.</p>	<p>Head Start item # 1304.52(c) 1304.52 (j)</p> <p>AND</p> <p>Formal professional development as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p>	<p>NAFCC item # 5.29</p> <p>AND</p> <p>Formal professional development as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p>

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	<p>IPDP ensures that the Provider received formal professional development in the MA Guidelines for Preschool Learning, Infant / Toddler Learning Guidelines (when they are available) diversity, oral language development, supporting children's literacy development, and the Strengthening Families protective factors. Also the Provider is aware of the MA Curriculum Frameworks. ④ ☐</p> <p>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency. ④</p>					
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>At least one educator meets Requirements of Level 2 PLUS CDA, (or higher i.e. Associate's degree or Bachelor's degree) with 15 college credits in early childhood education, child development, and/or special education. ↔</p> <p>Has a minimum of 3 years experience as a Family Child Care Provider. ④</p> <p>IPDP ensures that the Provider receives formal professional development in the components of the assessment process including screening, observation, use of assessment tools and processes for accessing additional services. ④</p>			<p>Formal professional development as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p> <p>AND</p> <p>Document signed by the family child care provider that IPDP is completed regularly.</p>		<p>NAFCC item # 5.29</p> <p>AND</p> <p>Formal professional development as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p>

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	<p>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency. ③</p> <p>All other adults caring for children, consistently, have a minimum of 6 college credits in early childhood education, child development and/or special education. ④</p>					
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>At least one educator has an Associate's degree, or has equivalent coursework (60 college credits and is enrolled in a Bachelor's degree program, or a higher degree i.e. Bachelor's degree), in early childhood education, child development, early childhood special education or a related field with 24 credits in early childhood. ↔</p> <p>Ensures that one educator is in the FCC home at least two times a month that has a Bachelor's degree in early childhood or a related field. ④+ 🗣️</p> <p>Has a minimum of 60 months experience as a Family Child Care Provider. ③</p> <p>IPDP ensures that the educator receives formal professional development in selection and use of screening and assessment tools, collection and interpretation of data and strategies for teaching children with special needs and</p>		Business Administration Scale (BAS) score of 7.	<p>Formal professional development as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p> <p>AND</p> <p>Document signed by the family child care provider that IPDP is completed regularly.</p>		<p>NAFCC item # 5.29</p> <p>AND</p> <p>Formal professional development as indicated by Registry.</p> <p>AND</p> <p>Experience as indicated by Registry</p>

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	diverse languages. ® 🗣️					

Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that are built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

4A. Family and Community Engagement

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4. Family and Community Engagement

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Educator <u>offer</u> opportunities for parents to meet at least every two months. ↔</p> <p>Educator maintains a list of current community resources that support families that is always accessible to parents, including information about available resources for annual vision, hearing and dental screenings. ® 🗨</p> <p>Educator participates in community events. ®</p> <p>Educator establishes ongoing communication with other family child care providers in the community or community agencies to exchange information and resources. ®</p> <p>Educator completes Strengthening Families Self-Assessment and uses</p>		Business Administration Scale (BAS) Score of 3.	<p>Document signed by family child care provider describing the opportunities for parents to meet with educator at least every other month.</p> <p>AND</p> <p>Description of program improvement plan based on Strengthening Families self-assessment.</p>	<p>Head Start item # 1304.40(g)(1)(ii)</p> <p>AND</p> <p>Document signed by family child care provider that briefly describes the community events that the program participates in at least annually.</p> <p>AND</p>	<p>NAFCC item # 5.12</p> <p>AND</p> <p>Document signed by family child care provider that briefly describes the community events that the program participates in at least annually.</p> <p>AND</p> <p>Document signed by family child care provider that shows the educator establishes ongoing communication</p>

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentation	Head Start Documentation Option	Accreditation Program Documentation Option
	data to engage in continuous improvement. ®+ 🗨️					with other family child care providers in the community to exchange information and resources.
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>A daily two way communication system <u>is available</u> between the educators and families through a variety of means (e.g. scheduled telephone hour, checklists, e-mail). ↔</p> <p>Educator has developed informational materials on the program that are in the language of the community, are available for use in the community and are given to prospective families. ↔</p> <p>Educator participates in local community group work that is related to early childhood, cultural group served by the program and/or family support. ↔</p>	FCCERS-R reliable rater score average of 5 with no item below a 4.	Business Administration Scale (BAS) score of 5.			
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Families are encouraged to volunteer to assist in the program and, with appropriate supervision, share cultural and language traditions or</p>	FCCERS-R reliable rater score average of 6 with no single item below 5.		Verificaiton by family child care provider listing the access and opportunities to training provided.	Head Start item # 1304.20(b)(1) 1304.40(e)(4)(i) 1304.40(e)(4)(ii) 1304.40(e)(3)	

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	<p>other interests such as their jobs, hobbies and other relevant information. ↔</p> <p>Educator provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ®</p> <p>Educator either directly or through a system or network (i.e. CFCE grantee) has written collaborative agreements with early intervention programs, the local LEA, mental health, health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program that specifies the responsibilities and duties of each entity in supporting children and families. ®</p> <p>Educator coordinates with other family child care providers in the community and develops sharing agreements to maximize resources, services and professional development opportunities. ®</p>			<p>AND</p> <p>Verification by family child care provider that children have access either through private pay arrangements or with parent consent, through other service providers to the following services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services.</p> <p>Verification that provider is participating in a family child care network or system.</p>		

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Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the educator and the children and families they serve.

Subcategories within Leadership, Management and Administration:

- 5A. Leadership, Management, and Administration
- 5B. Supervision

Administration: 5A. Leadership, Management, And Administration

Level	Revised Standard	Measures		Documentation		
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Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>Communication and updates on the program are provided to Educators and families. ↔Ⓢ</p> <p>Family Child Care Home has a written business plan. ↔</p> <p>Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. . Ⓢ🔄</p>	FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level.	Business Administration Scale (BAS) score of 3.	<p>Document signed by family child care licensee that program updates are provided at least twice a year to staff and families in their primary, or preferred, language to the extent appropriate and possible.</p> <p>Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions. AND</p> <p>Copy of admissions policy promoting</p>	Head Start item # 1304.53(b)(1)(ii)	NAFCC item # 2.31

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				diversity (e.g., A statement that the program recruits and encourages the enrollment of children and families from diverse backgrounds).		
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educator has a written plan that addresses alternative staffing by persons who meet the same qualifications requirements as the Educator in the event that the caregiver is ill, has to be out of the home or in the case of an emergency. ®+</p> <p>Program consults with a qualified tax preparer to assure compliance with reporting requirement and payment of taxes. ®</p> <p>Educators and family input are solicited on an annual basis through a survey to evaluate the program. ®+</p> <p>Results of the annual survey is used to develop the a comprehensive written</p>		Business Administration Scale (BAS) score of 5.	<p>Portion of written policy indicating that alternative staff requirements are met.</p> <p>AND</p> <p>Results of annual survey, copy of results report and a copy of the program improvement plan.</p>		

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	program improvement plan. ®					
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educator has a system for data collection and tracking children's health, services, absenteeism and educational information, and professional development and financial record keeping. ↔</p> <p>Educator shares the results of the program quality rating with the families, educator, the family child care system, governing board and funders, as appropriate. ☐</p>		Business Administration Scale (BAS) score of 7.	<p>Checklist/document signed by family child care provider that the program has a system that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping.</p> <p>AND</p> <p>Program shares the results of the program quality rating with the families, educator, governing board and funders.</p>		

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Administration: 5B. Supervision

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		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentations	Head Start Documentation Option	Accreditation Program Documentation Option
Level 1	Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements.			License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs).		
Level 2	<p>Meets Requirements of Level 1 PLUS</p> <p>If Educator has an Assistant, there are scheduled meetings each week to ensure the Assistant receives feedback and is informed on all issues. ®</p>			Schedule showing time for regular meetings and feedback for assistants.		
Level 3	<p>Meets Requirements of Level 2 PLUS</p> <p>Educator has a regularly scheduled meeting time each week to plan activities, child observations and use of materials. ↔</p> <p>Through a FCC system, mentor, or network of peer-support. educators regularly participate in activities that support their career development through the use of a career ladder</p>	FCCERS-R reliable rater score average of 5 with no item below a 4.		Document signed by family child care licensee that describes the activities that are implemented to supports career development through a career ladder.		

KEY: ® = Research/Evidence-based

↔ = Aligned with other existing measures

🗺 = used in other state QRIS

Ⓢ = In line w/ best practice

🗣 = In line w/ best practice as articulated by stakeholders

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Level	Revised Standard	Measures		Documentation		
		Required Observation Measure (ERS)	Additional Required Observation Measure	Required Documentations	Head Start Documentation Option	Accreditation Program Documentation Option
Level 4	<p>Meets Requirements of Level 3 PLUS</p> <p>Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educator. ↔</p> <p>Either directly or through a system or network, the educator has an incentive program that rewards those working in the family child care home that achieve the next step of the career ladder. ®</p>		Business Administration Scale (BAS) score of 7.	Portion of written policy showing incentive for educator based on educational advancement.		

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